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ABSTRACT

Project Aprendizaje was designed to ease the transition of Latino immigrant students to life and education in the United States. In 1991-92, the project admitted 153 male and 145 female students of limited English proficiency plus 1 student of unspecified gender in grades 9 through 12 at Seward Park High School in Manhattan (New York City). The project proposed to emphasize citizenship and to foster self-esteem by providing academic support and personal and career counseling. Instruction was given in English as a Second Language and in Spanish Native Language Arts (NLA) at beginning through advanced placement levels. In content area courses, students were to receive sheltered English or bilingual instruction. The project carried out almost all of the activities it had proposed; and it met its objectives in NLA advanced placement, attendance, suspension, and dropout rates. It fully met the English as a Second Language objectives and most of the career objectives. It was not possible to evaluate the objectives for extracurricular activities and attendance at parent-teacher conferences. Recommendations are made to improve program services and to enhance parent participation. Two appendixes describe data collection and analysis and instructional materials. (SLD)

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OREA Report

Project Aprendizaje
Transitional Bilingual Education Grant T003A80043
1991-92

FINAL EVALUATION PROFILE

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Project Aprendizaje
Transitional Bilingual Education Grant T003A80043
1991-92

FINAL EVALUATION PROFILE

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2/93

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools
E.S.E.A. Title VII Evaluation Profile

Project Aprendizaje

Transitional Bilingual Education Grant T003A80043
1991-92

EXTRACT

PROJECT DIRECTOR: Ms. Elisa Muñoz-Feder FUNDING CYCLE: Year 1 of 2-year renewal cycle

SITE

School	Borough	Grade Levels	Enrollment* (fall)	Enrollment* (spring)
Seward Park High School	Manhattan	9-12	230	214

*The project enrolled 299 students (9 more than in the previous year), 198 of whom participated both semesters. Male students numbered 153, female 145; gender was not stated for 1.

STUDENT BACKGROUND

Native Language	Number of Students
Spanish	299

Countries of Origin	Number of Students
Dominican Republic	205
Puerto Rico	34
Mexico	14
Ecuador	6
El Salvador	6
Venezuela	5
Other	16
Unreported	13

Median Years of Education in Native Country: 8.0; in the United States: 2.0

Percentage of Students Eligible for Free Lunch Program: 98.7

Most project students worked after school and on weekends to help support their families.

ADMISSION CRITERIA

Project Aprendizaje admitted only students who had scored at or below the 40th percentile on the Language Assessment Battery (LAB) and were thus classified as being of limited English proficiency (LEP). Parental requests and in-house English as a Second Language (E.S.L.) tests guided the selection of students.

PROGRAMMING

Design Features

Project Aprendizaje was designed to ease Latino immigrant students' transition to life and education in the United States. It proposed to stress citizenship and to foster self-esteem by providing academic support and personal as well as career counseling. The project proposed to provide instruction in E.S.L. and increase native language skills by offering Spanish Native Language Arts (N.L.A.) at beginning through advanced placement levels. In content area courses, students were to receive either sheltered English or bilingual instruction.

Capacity building. In the next (fifth) year of funding, the school intends to fund 75 percent of an educational associate's position with tax-levy monies. Tax-levy funds already support 100 percent of the project director's position and 50 percent of the curriculum resource specialist's position.

Strengths and Limitations

Project Aprendizaje carried out almost all of the activities it had proposed. Project students achieved some notable successes: a high percentage of them passed the Regents mathematics course, and two won prizes in the citywide Columbus Quincentennial Essay contest.

The project gathered more data than in the previous year, but once again the data were not sufficient for OREA to evaluate all objectives.

CONCLUSIONS AND RECOMMENDATIONS

As in the previous year, Project Aprendizaje met its objectives for N.L.A. Advanced Placement, guidance, and attendance, suspension, and dropout rates. It fully met the E.S.L. objective, which had been met only partially the previous year. It met its content area objectives only partially, after meeting them fully in the previous year. Of four business objectives that it had fully met the previous year, the project met three fully and one partially. It met the newsletter objective fully, having met it only partially the previous year, but it failed to meet one of the three staff development objectives which it had met the previous year. OREA was once again unable to evaluate the objectives for extracurricular activities and for attendance at parent-teacher conferences. As a result of various shortcomings in the collection of data, OREA could not evaluate the main N.L.A. objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Administer native language reading proficiency tests at the appropriate time to all project students.
- Encourage educational assistants to complete college courses as proposed.
- Explore reasons for the decline in achievement in mathematics and social studies.
- Seek to increase attendance at Bilingual Parent Advisory Committee meetings.
- Keep appropriate records of attendance at parent-teacher conferences.

PROGRAM ASSESSMENT

STAFFING

Title VII Project Staff (Total 5)

Title	Degree	Language Competencies	Title VII Funding	Other Funding
Curric./Resource Specialist	B.A.	Spanish	Part-time	Tax-levy
Ed. Associate	High School+	Spanish	Full time	
Ed. Associate	A.A.	Spanish	Full time	
Ed. Assistant	High School	Spanish	Full time	
Ed. Assistant	High School	Spanish	Full time	

Other Staff Working With Project Students (Total 54)

Titles		Degrees		Certifications		Language Competencies and Teaching/ Communicative Proficiencies (TP/CP)*	
Project Director	1	M.A.	32	E.S.L.	13	Spanish	TP 14, CP 8
Dean	1	B.A.	13	Mathematics	9		
Teacher	40	High School	9	Mathematics TPD	1		
Ed. Assistant	9			History	5		
Social Worker	1			Spanish	7		
Guid. Counselor	1			Business	4		
College Advisor	1			Counseling	1		
				Social Work	1		
				Phys. Ed./Health	1		

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

E.S.L. CLASSES

Level	Periods Weekly	Students Enrolled
Literacy	5	10
Beginning	10	37
Intermediate	10	68
Advanced	5	53

Sixty-eight project students were enrolled in mainstream English courses.

E.S.L. faculty at Seward Park High School drew upon a diverse repertory of instructional techniques and strategies. These included James Asher's Total Physical Response, Caleb Gattegno's Silent Way, and Tracy Terrell's Natural Approach. They also used a variety of games and traditional approaches such as the direct method, the audio-lingual method, and grammar-translations. For a list of instructional materials, see Appendix B.

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*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

- As a result of participating in the program, 70 percent of E.S.L. students will achieve a passing grade of 65 or more on teacher-made final examinations.

Evaluation Indicator: final course grades.

PERCENTAGE OF STUDENTS ACHIEVING PASSING GRADES IN E.S.L.

Fall		Spring	
Enrollment	Percent Passing	Enrollment	Percent Passing
176	75.0	148	85.1

Project met E.S.L. objective.

Native Language Arts (N.L.A.)

Students lacking literacy skills in native language (estimated): 5 percent.

N.L.A. CLASSES

Level	Periods Weekly	Students Enrolled
Literacy	5	10
Beginning	5	2
Intermediate	5	85
Advanced	5	1
Advanced Placement	5	7

The number of students enrolled was relatively low because students were not required to take Spanish beyond the level that would satisfy the school's foreign language requirement. Students role-played scenes of cross-cultural experiences, conducted dialogues, and carried out a variety of writing assignments. Reading at the higher levels emphasized modern Latin American literature. For a list of instructional materials, see Appendix B.

- As a result of participating in the program, students will show statistically significant gains on the reading subtest of the Spanish Language Assessment Battery.

In the year under review, the New York City Public Schools replaced the reading subtest of the Spanish LAB with El Examen de Lectura en Español (ELE), a test of reading proficiency which was normed on the same population as the Spanish LAB. Through an oversight, however, the ELE was not administered at Seward Park High School until September 1992. Moreover, it was administered only to project students who were enrolled in N.L.A. courses at that time. As a result of all these factors, matching pre- and posttest scores were available for only 13 project students. OREA did not consider this sample sufficient to evaluate the objective.

OREA could not evaluate main N.L.A. objective.

- As a result of participating in the program, 75 percent of the students in Advanced Placement (A.P.) Spanish will receive a passing grade of at least 75 on teacher-made final examinations and the Advanced Placement exams for college credit.

As in the past, OREA used scores on the Advanced Placement examination to evaluate this objective. Of the seven project students who took the A.P. examination, 6 (86 percent) scored 4 or 5 on a five-point scale.

Project met the N.L.A. Advanced Placement objective.

Content Area Subjects

As a result of deficiencies in their previous education, project students in past years had found mathematics and science particularly difficult. This year, however, the Spanish bilingual students achieved notable success in the fall Regents mathematics course, where their 68.2 percent passing rate surpassed the 52.3 percent rate for the bilingual Chinese class and the 23.1 percent rate for the mainstream class. Instruction in mathematics was fortified this year by two new initiatives: 10 project students participated in the American Mathematics Correspondence School, based at Rutgers University, as an extracurricular activity; and 15 project students served as peer tutors, principally in the area of mathematics, each meeting for one period a day with two or three project students in need of assistance.

Social studies teachers reported intensive use of semantic mapping and bilingual instruction with either a teacher or a paraprofessional who spoke Spanish. In some courses, students could write their required end-of-term monograph in Spanish.

Social studies, business, science, and mathematics courses were taught either bilingually or with the assistance of a Spanish-speaking paraprofessional. In addition, two science courses were taught with a sheltered English approach. Project students took other courses, chiefly at the more advanced levels of mathematics and science, in the mainstream.

- As a result of participating in the program, 70 percent of students will achieve a passing grade of at least 65 in mathematics on teacher-made final examinations.

- As a result of participating in the program, 70 percent of the students will achieve a passing grade of 65 or higher in teacher-made or schoolwide examinations in science.

- As a result of participating in the program, 70 percent of the LEP students will achieve a passing grade of at least 70 in social studies.

PASSING GRADES IN CONTENT AREA COURSES

	Fall		Spring	
Subject	Enrollment	Percent Passing	Enrollment	Percent Passing
Mathematics	195	66.2	186	72.6
Science	113	94.7	106	85.8
Social Studies	178	61.2	168	74.4

The project met all content area subject objectives both semesters except for mathematics and social studies in the fall.

Project partially met content area subject objectives. It met the science objective in the fall and the science, mathematics, and social studies objectives in the spring. The project director said that this outcome may have reflected students' difficulties of adjustment during the fall semester. Their after-school jobs interfered with completing their homework, and the director was pleased with students' performance during the spring.

Business Education

- As a result of participating in the program, 70 percent of the students will achieve a passing grade of 70 or higher on teacher-made and/or schoolwide examinations in Keyboarding I, II.

Of the 62 students who enrolled in Keyboarding during the fall semester, 53 (85.5 percent) received passing grades. Of the 56 students who enrolled during the spring semester, 48 (85.7 percent) received passing grades.

- As a result of participating in the program, 70 percent of the students will achieve a passing grade of 70 or higher in Bilingual Occupational Education I, II.

Of the 28 students enrolled in Bilingual Occupational Education during the fall semester, 24 (85.7 percent) received passing grades. Of the seven students enrolled in Bilingual Occupational Education during the spring, five (71.4 percent) received passing grades.

- As a result of participating in the program, 70 percent of the students will achieve a passing grade of 70 or higher in Computer and Business Technology on teacher-made final examinations.

Of the eight students enrolled in Computer and Business Technology during the fall, four (50 percent) received passing grades. Of the ten students enrolled during the spring, eight (80 percent) received passing grades.

- As a result of participating in this program, 75 percent of the students will achieve a passing grade of 75 in Jewelry on teacher-made final examinations.

The sole project student enrolled in the jewelry course passed the final examination.

Project met its objectives for business education, except that for Computer and Business Technology during the fall semester.

Guidance

- All graduating students will meet with the career counselor for advice at least four times during the school year or as many times as necessary to help the student.

All graduating students met with the career counselor at least four times to prepare college applications and/or discuss career plans.

- Students with special needs (e.g., academic, linguistic, psychological, economic) will meet the guidance counselor at least once monthly.

The guidance counselor referred 30 students with special needs to the social worker; the counselor followed up these referrals by meeting with each student at least once monthly.

Project met both guidance objectives.

Newsletters

- Two newsletters will be published describing the aims, goals, and implementation procedures of the program.

The project published two issues of *La Voz Latina*, a newsletter containing essays by project students as well as information about project activities.

Project met newsletter objective.

Extracurricular Activities

- Students in the program will have a rate of participation in extracurricular activities at least equal to that of the mainstream students.

Although the project supplied data indicating that a high number of students participated in some extracurricular activities (such as the honor society and the school baseball team), OREA could not evaluate the objective as written because mainstream rates were not provided for all activities. The project obtained permission to modify this objective for the 1992-93 school year.

OREA could not evaluate extracurricular activities objective.

Other Activities

The project arranged field trips to the theater (Repertorio Español) and the Hayden Planetarium.

Attendance

- Students in the program will have a rate of attendance at least equal to that of the mainstream students.

The attendance rate for project students was 91.4 for the year, while the schoolwide attendance rate was 81.4 percent.

Project met attendance objective.

Suspension Rate

- Students in the program will have a suspension rate no greater than that of the mainstream students.

One project student (0.03 percent) was suspended during the school year. In the same period there were 55 suspensions of mainstream students (2.0 percent).

Project met suspension rate objective.

Dropout

- Program students will have a dropout rate no greater than non-program students.

Twenty-one project students (7.0 percent) dropped out, while 234 non-project students (8.3 percent) dropped out of Seward Park High School.

Project met objective.

Grade Retention

Forty-nine students (16.4 percent) were retained in grade. The rate of grade retention in the previous year was 9.0 percent. The project did not propose an objective in this area.

Enrollment in Post-Secondary Institutions

None of the graduating students were reported to have applied for enrollment in post-secondary institutions. The project did not propose an objective in this area.

Students With Special Academic Needs

Referral to special education. Teachers referred students whose ability to function in the program was in doubt to a School-based Support Team, three of whose members--the psychologist, social worker, and guidance counselor--spoke Spanish. None of the students were referred to special education. None had been referred in the previous year.

Remedial programs. No students were referred to remedial programs. None had been referred the previous year.

Gifted and talented programs. No students were referred to gifted and talented programs. None had been referred the previous year.

Mainstreaming

Project Aprendizaje did not mainstream any students during the course of the year.

Academic achievement of former project students in mainstream. The project had mainstreamed 19 of the previous year's participants. It reported that since none of them were still in Seward Park High School during the year under review, it could provide no data on their subsequent performance.

Staff Development

- By January 30, 1992, 100 percent of Project Aprendizaje personnel will have participated in staff development activities, in-service training workshops, and departmental meetings offered by the Project Director.

All project staff participated in the required departmental meetings and other staff development activities.

Project met staff development objective for participation in meetings and workshops.

- By June 30, 1992, all the educational assistants will have completed a minimum of 6 credits towards a bachelor's degree or training in a field relating to bilingual education.

Two of the four educational assistants completed college credits during the year under review.

Project did not meet objective for educational assistants' completion of college courses. The director said that child care responsibilities had prevented two of the educational assistants from completing courses during the year under review.

- By January 30, 1992, 100 percent of the professional staff will have attended a regional or national conference, meetings, seminars, colloquiums, and workshops in the field of bilingual education.

Both the project director and the curriculum/resource specialist attended regional workshops during the fall semester.

Project met objective for professional staff's attendance at workshops.

Parental Involvement

Project staff worked closely with the guidance counselor in conferring with parents and helping recruit project parents for the Parents' Association. A small number of parents participated in cultural trips to the theater and to the Hayden Planetarium.

- The Bilingual Parent Advisory Council (BPAC) will have at least four meetings during the school year with an attendance of at least 50 percent of the BPAC members.

The Bilingual Parent Advisory Council met four times as proposed. Membership was fluid, and attendance records indicated that at only three of the four meetings did the stipulated 50 percent attend.

Project did not meet BPAC objective.

- There will be an increase in the number of parents attending parent-teacher day/night conferences.

Seventy-one parents attended in the fall; 56 attended in the spring. Accurate attendance records were not kept during the previous year, so a comparison could not be made.

OREA could not evaluate objective for attendance at parent-teacher meetings.

- Students' parents will be contacted by telephone, mail, newsletters, or home visits by the family assistant to inform them of their children's program activities.

In addition to the newsletters issued by the project as proposed, project staff used a Telsol (automated telephone dialing and messaging system) to reach parents in the evening after work.

Project met objective for contacting parents.

CASE HISTORY

Z. entered Seward Park High School as a tenth grader in the fall of 1990, shortly after immigrating from Ecuador. She was placed in an intermediate E.S.L. class and during her freshman year took all her content area classes bilingually. In the judgment of project staff, this arrangement allowed Z. to discover her talent for the sciences without being held back by her limited proficiency in English. At the same time, she worked diligently to improve her English. In the year under review she took physics with a sheltered English approach while also taking more advanced courses in computer programming. In the second semester of the year under review, Z. began regularly tutoring other Latino students in mathematics and science at the project office. In the summer of 1992, she attended a six-week science program.

APPENDIX A

DATA COLLECTION AND ANALYSIS

COLLECTION

OREA evaluation consultants visit sites and interview key personnel. The project director gathers data and, with the consultant, completes forms (as shown below) as necessary.

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

ANALYSIS

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be

attributed to project services. Scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To test whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test and reports the differences between the two proportions. The level of significance is set at .05 for all tests.

Techniques For Minimizing Error

The evaluation procedures minimize error by providing for proper administration of evaluation instruments through a combination of testing at 12-month intervals, appropriate analysis procedures and reporting.

Instruments of measurement include the LAB (see above), the Degrees of Reading Power (D.R.P.) test, the Metropolitan Achievement Test--Mathematics (MAT-Math), El Examen de Lectura en Español (ELE), Likert-type scales (see above), and project-developed tests. Except for Likert scales and project-developed tests, these instruments are scored on a citywide basis at the Scan Center of the New York City Public Schools.

APPENDIX B

INSTRUCTIONAL MATERIALS

E.S.L.

Passage to E.S.L. Literacy	D. Longfield	Delta System	1981
English for a Changing World, books 1-5	C. Banks	Scott, Foresman	1977
Turning Points, books 1-3	Iantorno & Papa	Addison-Wesley	1987
Great American Stories I, II	C. Draper	Prentice Hall	1985
Write from the Start	Davidson & Blot	Newbery House	1984
Lifelines	S. Molinsky	Prentice Hall	1983
Gallery	Fassman & Tavarez	Oxford University Press	1982
Write Now	L. Markstein	Regents Publishing	1984
Ready to Write	Blanchard & Root	Longman	1984
At the Door	McKay & Petitt	Prentice Hall	1984
Skill Sharpeners	DeFilippo & Skidmore	Addison-Wesley	1984

N.L.A.

Español 5	J. Legorburu	Ediciones SM	1989
Leyendas latinoamericanas	Barlow & Genevese	National Textbook	1975
El Español al día	Turk & Allen	D. C. Heath	1973
Lecturas modernas hispanoamericanas	Barlow & Genevese	National Textbook	
Galería hispánica	Lado, Albini, Peña et al.	McGraw-Hill	
Caleidoscopio de las Américas	Martin, Merrill, Valencia	Ginn & Co.	1971
Vivir hoy	Duran & Duran	Harcourt, Brace	1973
Del solar hispánico	Del Rio	Holt, Rinehart	1957
AP Spanish	Diaz, Leichter-Prieto, et al.	Longman	1989

Mathematics

Repaso matemático	E. Stein	Allyn & Bacon	1971
Integrated Mathematics	Dressler & Keenan	Amsco	1980
Mathematics: A Topical Approach	Klutch	Charles E. Merrill	1979
Algebra moderna	Dolciani, Berman, Freilich	Houghton Mifflin	1962

Science

Biología		Silver, Burdett, & Ginn	1987
La materia y la energía	Heimler & Price	Charles E. Merrill	1985
Biology	Schraer & Stoltze	Allyn & Bacon	1986
Physical Science		Prentice Hall	1988

Social Studies

America: the Glorious Republic	H. Graff	Houghton Mifflin	1988
Antigua continente	A. Martinez	Editorial Norma	1987
Comprender su mundo	Killoran & Zimmer	Jarrett	1991
Consent of the Governed	Lewinski, Capurro, et al.	Scott, Foresman	1987